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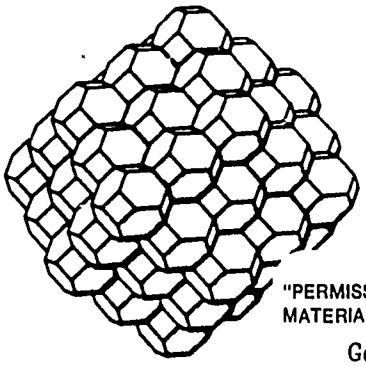
ABSTRACT

Six papers on adjunct and nontraditional college faculty are presented from the George Mason University (Virginia) annual conference on nontraditional interdisciplinary programs. The papers and authors are as follows: "Educational Orientation and Role Perceptions of Adjunct Faculty" (William McAfee, Lewis Smith); "Quality Teaching and Adjunct Faculty: Who Will Teach the Teachers to Teach?" (Chet Meyers); "Quality Control in the Non-Traditional Classroom: Adjunct Faculty in Non-Traditional Programs" (Bonnie F. Shaw); "'Pracademics:' The Role of the Adjunct Faculty in Weekend Executive Programs" (Peter J. Nowak); "Full-Time Faculty on Term contracts in Continuing Higher Education" (Robert L. David); and "Part-Time Faculty and Collective Bargaining" (Rona Moscow). (LB)

The State University
in Northern Virginia

George Mason University

College Faculty: Adjunct and Non-Traditional Roles



Edited by
James W. Fonseca

Selected Papers from the Conference on Non-Traditional Interdisciplinary Programs held in Arlington, Virginia June 22 - 24, 1983 Sponsored by the Division of Continuing Education

COLLEGE FACULTY:

ADJUNCT AND NON-TRADITIONAL ROLES

Edited by
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FOREWORD

This volume represents the research, practices, and experience of a number of educators whose expertise is in non-traditional education, one of the most exciting areas on the frontiers of higher education. George Mason University was privileged to serve as host at this first annual conference on non-traditional/interdisciplinary studies. The conference attendees whose papers are presented here made the conference a thought-provoking and dynamic educational experience.

Now that non-traditional, interdisciplinary, and external degree programs are generally accepted as a part of American higher education, we need to focus even more closely on how we can maintain and measure academic excellence in such programs. Many of these papers share the discoveries of those of us who must attempt to evaluate our programs.

As the non-traditional becomes more traditional in higher education, we need to look further out on the frontier to find new and better ways to serve students. Most jobs require skills from a number of disciplines, and this will certainly be the pattern in the future. Highly motivated adults are capable of determining what they need in their higher education. What is important is what a student has learned and not how or where he learned it. Increasingly, private businesses, companies, and civic groups are developing their own educational programs. In many ways, these programs reflect a lack of responsiveness from our institutions, but they also represent people sharing their special expertise in times and places where the need is apparent. Perhaps the phenomenon of private business offering the majority of post-secondary education in our age presents an opportunity to those of us in non-traditional education to forge new partnerships and new linkages. In a real sense, we at George Mason view this conference as part of our effort to contribute towards new partnerships in education.

This conference . the result of the idea and work of Ms. Sally Reithlingshoefer, Assistant Director, Division of Continuing Education, and Dr. James Fonseca, Director of Individualized Study Degree Programs, who together planned and directed every aspect through the completion of this volume. For all of us, I express my gratitude to them, and I look forward to seeing many of you again at the annual conference.

Robert T. Hawkes, Jr.

Robert T. Hawkes, Jr.
Dean, Division of Continuing Education

TABLE OF CONTENTS

INTRODUCTION

Innovative use of faculty is an issue that will always be crucial to non-traditional approaches to education. The great interest in this issue is evident from the fact that the articles contained in this monograph represent almost one-third of the papers in this Monograph Series, a series which is a result of George Mason University's First Annual Non-Traditional/Interdisciplinary Programs Conference held at Arlington, Virginia, June 22-24, 1983.

The six papers in this volume illustrate the diversity found at present in institutional categorization of faculty in other than traditional full-time status. Part time faculty, adjunct faculty, community faculty and full-time faculty on term contracts are four types of positions addressed in this volume.

William McAfee and Lewis Smith, in the first paper, point out that non-traditional roles for faculty are a logical outcome of increased interest in continuing education and in external degree programs. Using Saint Joseph's College (Maine) as the setting, their study divides faculty into three categories: full-time, on campus; part-time, on campus; and part-time, off campus. They discuss advantages and disadvantages in the use of adjunct faculty and compare attitudes of on-campus faculty with those of adjunct off-campus faculty. While they discover some differences between the two groups in pedagogical inclination, the major differences appear to be a result of different role perceptions on the part of the two groups of faculty. In particular, the "full-time, on campus faculty, in contact with the learner on a daily basis, ranked this function (learning problems) as second priority while the part-time, on campus and the part-time, off campus adjunct faculty ranked this as one of the lowest priorities."

How is quality teaching to be maintained, if, from the outset, part-time and adjunct faculty define their roles differently? Chet Meyers, the author of the second paper, begins by taking exception to the use of the term adjunct, which he tells us Webster's defines as "something joined or added to another thing but not essentially a part of it." He suggests the phrase "Community Faculty" and outlines a very successful community faculty development program at Metropolitan State University, Minneapolis, where 85% of all teaching is done by community faculty. The program of required orientation sessions and voluntary Teaching Skill Workshops is outlined in some detail. Bonnie Shaw of the University of San Francisco continues the theme of maintenance of quality teaching among off-campus faculty by describing procedures for faculty selection and evaluation at that institution. The University of San Francisco structures off campus offerings around Associate Directors based in San Francisco. Each Associate Director is responsible for administering a specific degree program including screening, interviewing, orientation, assignment, and evaluation of adjunct faculty.

Peter Nowak, formerly of Suffolk University, discusses that institution's use of adjunct faculty in a week-end Executive MBA

Program. The program is described as one in which busy middle and upper-level managers teach other busy middle and upper-level managers in all-day Saturday sessions. In this program, which has been in place since 1975, currently enrolled students and graduates of the program believe adjunct faculty are preferable to full-time faculty because the students feel work-experience to be more important than academic credentials, because adjuncts offered greater application of principles, and because they supplemented textbook cases with actual examples. Students looked at the adjunct faculty as role models and about a third of the students formed professional relationships or continued professional contact in some fashion with faculty outside of the classroom.

Not all non-traditional uses of faculty imply adjunct or community status. Robert L. David of American University has examined one institution's use of full-time faculty on term contracts in a Division of Continuing Education. He discusses the cyclical boom-bust enrollment progression that has characterized enrollment in continuing education programs in the 1970's. It is precisely this cyclical enrollment that makes term contracts attractive from an institutional perspective. David notes some ironies in the term contract process, however. He explains how faculty on five-year term contracts hired early in a ten-year program cycle usually have their contracts renewed when the program is near peak enrollment. New faculty brought into the program on their first contracts just prior to peak enrollment are then not renewed because enrollment has usually begun to decline by then. However, the more recently hired faculty usually have teaching skills and expertise more in demand than the older faculty. The institution thus sometimes faces the dilemma of having to release the very faculty most in demand and most capable of keeping enrollments in the program at a higher level. Writing from the perspective of "one who's been there," David introduces us to other complications of the term contract process such as complexities due to faculty/administrator designations and legalities which mean that non-renewal of term contracts does not automatically cancel possible claims to continued employment.

The final article in this volume, that by Rona Moscow of Wayne State University, is an excellent complement to the preceeding set of papers. Much is written on the issue of part-time and community faculty from the perspective of institutions, academic programs, administrators, and students. Moscow reminds us that these faculty, "the migrant workers of academe," are individuals deserving of appropriate status and working conditions. She examines attempts to improve the lot of part-time faculty by the AAUP and various collective bargaining agents. In particular she examines conditions for part-time faculty at various institutions in Michigan. The AAUP divides part-time faculty into four categories: (1) those who would prefer a full-time position, (2) part-time faculty by choice but without other employment outside the home, (3) those employed full-time elsewhere and (4) retirees. The NLRB has added the categorization of "temporary" and "regular" part-time faculty. Like David, Moscow explores the dilemmas inherent in institutional change. Further unionization, [of full-time faculty] which would improve the lot of some part-time faculty, reduces overall opportunities for part-time

employment. A second dilemma is that allowing part-time faculty into a collective bargaining unit, based on a measure of didactic hours, has resulted in a reduction in courses offered to part-timers at some institutions.

Clearly new ways of utilizing faculty provide problems as well as opportunities for both the institution and the individual faculty member. It is hoped that the articles in the volume will provide some insight into these issues and result in improved educational practice, to the benefit of our ultimate audience, the learner.

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EDUCATIONAL ORIENTATION AND ROLE PERCEPTIONS OF ADJUNCT FACULTY

William McAfee and Lewis Smith

Saint Joseph's College
North Windham, Maine

External Degree Services
Roanoke, Virginia

With the increasing interest in external degree programs and continuing education, much emphasis is being placed upon the utilization of "part-time" or adjunct faculty. It is the purpose of this study to examine the adjunct teaching faculty in an external (independent study) program with the institution's on-campus faculty in terms of their educational orientation (androgogical or pedagogical) and their role perceptions. Several questions are immediately raised regarding how adjunct faculty members fit into the scheme of "professional educators" and how well they serve their institutions' philosophies. With some background of role perceptions of adjunct faculty, one could begin to see advantages and disadvantages of the use of adjunct faculty.

Advantages:

1. A major reason for such a high use of adjunct faculty is the financial aspect. Adjunct faculty do not receive the fringe benefits (health insurance, life insurance, retirement, sick leave) that add to salary budget figures.

2. The use of adjunct faculty provides for program flexibility. As students' needs change, programs can be altered accordingly.

3. Adjunct faculty members are better able to keep up with their fields and are not isolated from peers, as full-time faculty members may be.

4. Adjunct faculty members generally have better feelings for community needs, particularly in the occupational and technical areas.

Disadvantages:

1. Adjunct faculty members are content specialists and may lack the necessary background in educational methodology to be innovative.

2. Adjunct faculty members are extremely hard to evaluate because there is no generally accepted evaluation tool for part-time instructors with only teaching responsibilities; no research, administrative responsibility, etc.

3. A high number of adjunct faculty members can cause identity problems for the college and the faculty.

4. Adjunct faculty members often lack time for teaching-related activities such as counseling.

5. The orientation of adjunct faculty members to their roles in the institution (goals and policies) and to the student has been weak (or lacking) in most institutions. The lack of role orientation leads to problems of dual loyalty in many cases.

The institution in this study is Saint Joseph's College, a Roman Catholic liberal-arts college for men and women founded in 1912 by the Sisters of Mercy of Maine and chartered by the Maine Legislature in 1915. It is the Catholic college of Maine.

In addition to its residential programs, the College also offers an external degree program designed as a degree completion program for working adults.

Program Description

In 1976 Saint Joseph's College developed an external degree program for health care professionals as an alternative to existing, residential baccalaureate programs. Due to the success of this nationwide program, the College later added external programs in Business Administration and Health Care Administration, both modeled on the campus curriculum. Many graduates of the External Degree Program are now pursuing professional graduate degrees, and a significant number have attained master's degrees at colleges and universities throughout the country.

The External Degree Programs are an innovative method of delivering conventional college courses to adult students in a self-directed format. Off-campus students receive the same credit as Saint Joseph's students who attend weekly classes on campus.

The External Degree Programs have two basic components.

(1) Directed Independent Study. This is the "off-campus" portion of the programs, to be completed at home.

(2) Residency. One three-week summer "on-campus" residency session is required prior to graduation.

When students register for a course of directed independent study, they are shipped the required textbooks, a study guide developed by Saint Joseph's College, an introduction by the instructor, and directions for completing the course requirements. Each study guide contains a syllabus and assignments which must be submitted for grading, and most courses require proctored examinations.

Students work with the independent study materials at home . . . in the hours best suited to their lifestyles. Students are assigned an instructor to direct their study in each course, and their work is monitored, encouraged, and guided every step of the way.

A number of student support services are available to help students make the most of the educational experience and reach their full potential.

Frequent contact between students and instructors is maintained through telephone (toll-free) consultations, mail, progress evaluations, and advice on special topics. Students may submit comments and questions with written assignments or they may contact instructors directly through the use of a toll-free telephone system at the College for more individual attention. Thus, a dialogue which parallels classroom interaction is created between student and instructor.

Faculty

A problem that arises when one begins to examine questions relating to part-time or adjunct faculty is the lack of research on part-time faculty and the lack of universal agreement on the definition of part-time, adjunct faculty. For example, institutions have different methods of reporting part-time adjunct faculty. Administrative staff (e.g., division chairpersons and department heads) with classroom responsibilities also may or may not be listed as part-time instructors.

Three distinctive faculty groups were identified for this study:

1. full-time, on campus
2. part-time, on campus
3. part-time, off campus

The part-time, on-campus instructors report to the College's External Degree Programs office on campus. Most of these instructors are employed full-time elsewhere as instructors or non-teaching professionals.

The part-time, off-campus instructors use the facilities of External Degree Services in Roanoke, Virginia. (Marketing and some supportive services for the External Degree Programs are provided by contractual agreement with External Degree Services.) Most of these instructors are also employed full-time elsewhere as instructors or non-teaching professionals.

Garrison (1967) takes the point of view that classloads directly influence the type of educational opportunities faculty members afford students. If this is the case, one could argue adjunct faculty would afford students more educational opportunity by virtue of their lighter classloads.

Kennedy (1967) has shown that selection of part-time faculty is based primarily on subject matter or competency and immediate availability of the applicant. In many cases, the same individual, usually the Dean of Instruction, hires both full-time and part-time faculty and generally uses the same criteria in hiring both. If this is the case -- if the criteria for hiring full-time and part-time faculty are the same -- one could say that to meet institutional goals and carry out the institution's philosophy, part-time faculty should fit the same roles, or at least the same perceived roles, as full-time faculty.

Procedure

A short questionnaire with regard to personal information (Exhibit A), a form to rank teacher function (Exhibit B), and the Educational Orientation Questionnaire developed by Hadley (1975) were administered to the three groups of faculty members (full-time, on campus; part-time,

on campus; and part-time, off-campus). The following information was requested in the personal information questionnaire: highest degree earned, experience teaching in college (full-time and part-time), preparation for teaching adults, formal courses in adult/continuing education, informal (non-credit) courses in adult/continuing education, orientation programs attended for teaching adults, relationship with administration (perception of administration's support of teaching activities), and service on any faculty committees. Spearman rank correlation coefficients were calculated for the rankings of the teacher function for the three groups of faculty members, and all of the data was compared for the three groups.

Results and Discussion

There was no significant difference in the scores of the three groups on the educational orientation questionnaire. When their standard scores were compared against the scores of the theoretical population of all adult educators, the scores of all three groups on the educational orientation questionnaire tended toward the pedagogical end of the scale rather than the andrologogical end. Interestingly, there was no difference in the andrologogical/pedagogical orientation for all three groups between those individuals who had taken courses in adult/continuing education and those who had not. This might serve as an argument that taking courses in adult education does not necessarily alter one's educational orientation.

The results of the ranking of teaching functions which serve as an indication of role perception are presented in Table 1. A rank

correlation comparison among the three groups is presented in Table 2. Examination of Tables 1 and 2 reveals the differences in role perceptions that are held by the three groups. The close correlation on role perceptions (0.59) between the part-time, on campus faculty and the part-time, off-campus faculty shows some agreement on perceived teaching responsibilities. Developing objectives, the exception to this agreement, is unique in that it is not a responsibility of part-time, off campus faculty.

While the sample size was not large enough to make statistical inferences, the results of the study do support the earlier work of Holmes (1980) who states that "issues of purpose of education, nature of learners, characteristics of learning process, and the relationship of the educators to the learner, which usually differentiates educational orientations, may in themselves become sources of a particular blend of androgogical or pedagogical attitudes within any given educational orientation." In this particular study, the relationship of the educator to the learner was an important factor in the development of role perceptions as demonstrated by the ranking of the responsibility for learning problems (Table 1). The full-time, on campus faculty, in contact with the learner on a daily basis, ranked this function as of second priority while the part-time, on campus and the part-time, off campus adjunct faculty ranked this as one of the lowest priorities. This fact would have particular implications for developers of orientation programs with regard to student contact for part-time, adjunct faculty.

It was mentioned earlier that there is a tendency to hire adjunct faculty on the basis of their skills and knowledge. This is demonstrated

by the high priority ranking given that function by the part-time, on campus and part-time, off campus faculty.

Deci and Ryan (1982) contend that when teachers are intrinsically motivated they will be more supportive of students' independence and mastery. Pressures serve as means to reduce intrinsic motivation, and role perception is influenced by these pressures. The pressures of research, publication, evaluation, and promotion may indirectly account for some of the role perception differences between the full-time, on campus faculty, who are faced with these pressures and the part-time faculty, who are not.

In summary, this study supports the work of Hadley: there are differences among adult educators that can be characterized as being androgogically or pedagogically inclined. It also demonstrates that role perception may be more important that educational orientation when considering on-campus, full-time faculty versus part-time, adjunct faculty for external degree programs.

TABLE 1.

	Full-time on-campus	Part-time on-campus	Part-time off-campus
Evaluate students.	9	5	3
Evaluate programs.	10	9	7
Assess educational needs.	5	8	5
Serve as resource person.	6	4	4
Develop educational objectives.	3	3	10
Prepare instructional materials.	8	7	8
Diagnose learning problems.	2	9	9
Transmit knowledge, skills and attitudes.	7	2	2
Plan learning strategies.	4	6	6
Motivate students.	1	1	1

TABLE 2.

Rank-Difference Correlations

Comparison Groups	r_s
Full-time -- Part-time (On-campus)	0.34
Full-time -- Part-time (Off-campus)	-0.07
Part-time -- Part-time	0.59

$$r_s = 1 - \frac{6\sum d^2}{n(n-1)}$$

EXHIBIT A

Name (OPTIONAL: _____ Date: _____

A. Current Status:

Check all that apply:

_____ full-time faculty
_____ on-campus program
_____ external degree program
_____ part-time faculty
_____ on-campus program
_____ external degree program
_____ other: _____
_____

B. Highest Degree Earned:

_____ Masters
_____ Ph.D.
_____ Ed.D.
_____ Other: _____
_____

Major: _____
_____

C. Experience Teaching in Colleges:

1. Number of years full-time: _____
   Number of institutions: _____
2. Number of years part-time: _____
   Number of institutions: _____
3. Number of years at current institution: _____

D. Preparation for Teaching Adults:

1. Have you completed any formal courses in Adult/Continuing Education? _____ Yes _____ No
2. Have you completed any informal (non-credit) courses in Adult/Continuing Education? _____ Yes _____ No
3. Have you attended an orientation program for teaching adults at this institution? _____ Yes _____ No
4. At any other institution? _____ Yes _____ No

E. Relationship with Administration:

1. Rate your perception of your administration's support of your teaching activities.

   _____/_____
   non-supportive very supportive
2. Do you serve on any faculty committees? ___ Yes ___ No

EXHIBIT B

RANKING TEACHER FUNCTIONS

Directions: Rank the following functions in the order of their importance to you in your present teaching role.
1 = Most Important 10 = Least Important

_____ Evaluate students.
_____ Evaluate programs.
_____ Assess educational needs.
_____ Serve as resource person.
_____ Develop educational objectives.
_____ Prepare instructional materials.
_____ Diagnose learning problems.
_____ Transmit knowledge, skills, and attitudes.
_____ Plan learning strategies.
_____ Motivate students.

Name (optional): _____ Date: _____

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QUALITY TEACHING AND ADJUNCT FACULTY: WHO WILL TEACH THE TEACHERS TO TEACH?

Chet Meyers

Metropolitan State University
Minneapolis, Minnesota

College and university teaching is a strange profession, one in which entering professionals seldom have to demonstrate competence in that which they are hired to do -- to teach. Prospective academics are schooled in the content and methods of specific disciplines. Traditionally, they gain credibility, get promoted, and secure tenure by pursuing advanced degrees, publishing books and journal articles, and presenting papers at academic conferences. Much time and effort goes into the development of a sound knowledge base, while the actual craft of teaching is left pretty much to chance.

This is ironic, for many of us spend most of our working hours teaching, preparing to teach, and correcting student work. Yet, how ill prepared we were for this task! We learned to teach the way children used to be taught to swim. Thrown into the pool, we all struggled to swim a lap or two without drowning (though many of us surely thought we were going under during our first classes). Eventually we learned to teach. But there was little incentive to strive for olympian quality.

Those who worked at being good teachers did so on their own. We recalled good teachers we had in undergraduate or graduate school. We experimented on a trial and error basis. We seldom asked our peers for assistance. And rarely, if ever, did we visit other professors' classrooms to see how they went about the job of teaching. And no matter what we did, we were torn by mixed expectations. Administrators expected us to be experts in our disciplines and hoped that we would be good teachers. Students expected us to be good teachers and hoped that we were experts in our disciplines.

Sadly, the rewards that resulted in job security and increased pay lay with discipline expertise, publication, and research grants. Rewards from students may gladden our hearts and boost our egos, but seldom do they count for much else. Torn between expectations that need not be conflicting, but certainly were rewarded disproportionately, most of us chose to meet administration demands first and foremost.

In a recent issue of New Directions in Experiential Learning, Hans Mauksch and Georgine Loacker report how little valued teaching still is in most disciplines, and how seldom articles on teaching appear in professional journals. It is a strange profession indeed in which the professionals spend so little time conversing about the nature of their craft. But perhaps our reticence is understandable. After all, we were trained to know a discipline, not to teach that discipline. Our shyness betrays a lack of confidence. And the present educational system does little to encourage or reward any behavior that would develop competence and build confidence in teaching. With such a long-standing tradition, it's no wonder we are often at a loss when dealing with developing

teaching skills in adjunct faculty. If regular faculty learned to teach by the swim-or-sink method, why should things be any different for adjunct faculty? And if we want to help adjunct faculty through their first few laps, whom can we call on to serve as coaches?

This is a particularly acute concern at Metropolitan State University, where I teach. With a permanent faculty of twenty-five and community faculty of four hundred, over 85% of all teaching is done by the community faculty.[2] This concern is further heightened in the context of a non-traditional school, comprised primarily of adult learners with an average age of 35 years. Teaching adults offers greater challenges and deeper pitfalls than teaching traditional college-age students. What can be done to ensure that community faculty meet the rigorous demands that adult students place on them? What resources can a university draw on to help teachers improve the quality of their teaching?

University Commitment to Quality Teaching

An important assumption underlying the faculty development program at Metro U is that all faculty want to become better teachers. This assumption is stated as a university expectation in the recruitment process and during all orientation sessions for new faculty. This expectation is backed up by a university commitment to quality teaching exemplified in its retention, promotion, and rewards for faculty.

Two of the five criteria for promotion and tenure of permanent faculty deal explicitly with teaching effectively and contributing to student growth and development. Permanent faculty are evaluated by students each time they teach, and the Dean of Curriculum reviews these

evaluations at the end of each year. With regard to community faculty, renewal of yearly contracts is based primarily on the quality of teaching as measured by both student and permanent faculty evaluations, and by participation in university faculty development workshops. In addition, at each spring graduation the university recognizes its best teachers with three awards for teaching excellence. Without firm institutional mechanisms enforcing and rewarding stated commitments, no institution of higher learning can hope to ensure quality teaching from any of its faculties.

While the assumption that all faculty want to be better teachers seems a bit optimistic, one of the beautiful things about Metropolitan State University is that positive attitudes toward faculty get results. One reason this assumption sounds naively optimistic is that it is such a departure from the traditionally cynical attitude that teachers care little what students think of them. The real truth is that most of us do care. The question remains: What can we do to become better teachers?

In implementing an institutional commitment to quality teaching it helps to understand something of the nature of community faculty. Metro U experiences an annual turnover rate of approximately 15% of its community faculty. Part of this turnover is a result of non-renewal of contracts. Community faculty serve on a yearly consultant contract with the university, and if, after sufficient opportunity, faculty do not prove to be good teachers, their contracts are not renewed. Another factor in the annual loss of faculty is that of faculty moving from the Metropolitan area. As a result, about sixty new community faculty are recruited each year. There is also, however, a core of about one hundred

faculty who have remained with the university for a period of five years or longer. Both of these facts are important considerations in planning a faculty development program that must obviously address different needs.

All community faculty are required (after completing the normal selection procedures) to attend a general orientation session that introduces them to the philosophy and structure of the university. This orientation also serves to communicate university expectations surrounding the quality of teaching. With 85% of all teaching accomplished by community faculty, the quality of Metro U rises or falls with the quality of the community faculty and the quality of work they expect from their students. At the orientation sessions new faculty are given a schedule of upcoming workshops and seminars addressing different teaching needs. It is strongly suggested that faculty attend some of these sessions,and faculty are told that part of their year-end evaluation will consider attendance at teaching workshops and seminars.

The Teaching Skill Workshops

For new faculty, the focus of teaching development is a series of Teaching Skills Workshops,. held on Saturday mornings during the winter months. In Minnesota, with six months of snow and ice, winter is the prime time to effect faculty development. The workshops provide welcome relief from blizzards and 20^{0} below zero temperatures. Topics vary from year to year, but, given a fairly consistent faculty turnover, some topics are repeated each year. Workshops in the past have included:

Clarifying and Developing Course Objectives
Using Audio-Visual Aids in the Classroom
Critical Thinking and Course Design
Dealing with Student Problems
Understanding How Adults Learn
Improving Student Writing
Using Case Studies as Teaching Tools

To provide additional incentive, and as a further sign of institutional commitment, participants are paid a $15.00 fee for attending the workshops. Workshops are limited to twenty participants, and community faculty are restricted to two workshops per year. Permanent faculty also regularly attend these workshops as participants.

The Teaching Skill Workshops aim to provide practical information and to explore concerns basic to all teachers. Workshop emphasis is on participation and not passive listening to visiting experts. In each workshop faculty develop hands-on materials that can be used in their next teaching experience. Leadership for the workshops is assumed by permanent faculty and by senior members of the community faculty who have not only a sound theoretical base, but a wealth of practical experience to draw upon. These workshops continue to be a popular forum for both faculty development and simple interchange among faculty at Metro U. Indeed, with community faculty comprised primarily of full-time professionals, and with no central campus, the workshop as a meeting place and forum for discussion may be as valuable as its function of improving teaching skills.

The Teaching Skill Workshops are a traditional and effective way of going about faculty development--traditional in that they involve bringing in a knowledgeable leader to direct the participants' interests and activities. One of their main values at Metro U has been to open up

a dialogue about teaching among our faculty. It is one of the ironies of higher education that such a dialogue needs to be initiated at all. Once the dialogue is begun, however, an atmosphere of sharing teaching concerns is engendered and the typical isolation that teachers feel begins to dissipate.

The Teaching Seminars

The teaching workshops remain an important method for helping newly recruited faculty improve the quality of their teaching skills. It soon became evident, however, that for the developing core of long-term community faculty, the workshops provided little challenge. These faculty had attended most of the workshops, and, indeed, many of them were now leading the workshops. In 1980 Metro U initiated a new format for faculty development- the Teaching Seminar.

The seminars departed from the traditional faculty teaching improvement programs in a few very important ways.

1. The seminars were long-term, rather than short-term in nature. The same small group of faculty met together once a month for a six-month period.

2. The seminars relied on peer leadership rather than outside experts. Each faculty had the opportunity to stand up in front of the group and to teach a mini-lesson illustrating one method of teaching that exemplified one of his/her own strengths as a teacher.

3. Within the framework of a fairly flexible agenda, the group followed its own interests and paced itself accordingly.

The first seminar was composed of eight individuals, four permanent and four community faculty, each representing a different discipline. The group was selected from a larger group of volunteers. The original seminar goals were threefold:

1. To clarify just what exactly faculty were trying to teach students, in terms of both content, and more importantly, applications of that knowledge. We asked, "What do we want our students to know and to be able to do at the completion of our courses?"

2. To expand our repertoire of teaching skills by presenting mini-lessons to our colleagues and sharing from our various strengths.

3. To analyze our present methods of evaluating student progress and see if what we were actually testing was consistent with our original teaching objectives.

The seminars began in November and met once a month through April, for a total of six meetings. Sessions were two and a half hours long and were usually held in faculty homes. Having a mix of disciplines was most helpful. It helped avoid internecine debates that might have characterized a group of eight literature faculty meetings for the same purpose. Faculty backgrounds were so different that each participant assumed that the other knew his/her discipline, and was then free to learn from others without challenging matters of discipline theory.

At the end of the six-month period, faculty reported that one of the greatest values of the seminars was standing up in front of fellow faculty and teaching. Initially each participant presented a ten minute mini-lesson, introducing the course he/she was teaching to the group, just as we might for students during a first class session. These presentations focused on clearly stating course objectives and expectations of students in terms of learning outcomes. Faculty shared mutual embarassment in realizing that what was so clear to them (vis-a-vis course objectives) was not always clear to the group. After each presentation, group members offered suggestions for improvement and, as a result, course syllabi and objectives were revised.

A similar method was used to share tests and written assignments. Faculty presented the assignments as they would to students. During this exercise the focus of discussion was on improving the clarity of student assignments. Faculty also discussed the value of major research papers and considered alternatives, such as short analytical papers and problem-solving exercises. (A complete agenda for the six-month seminar is found at the completion of this article.)

When time came in April of 1981 for the seminar to disband, the group unanimously decided to reconvene in November and stay together for another year. During the second year, faculty videotaped each other under actual teaching circumstances and then reviewed and critiqued the results. I do not believe the taping of actual classroom sessions would have taken place had the group not developed a high level of trust during its first year together. At the end of the second year, the group disbanded, but individual faculty members went on to help lead ensuing seminars. Thus, a positive spinoff effect was created.

During the academic year 1982-83, faculty from the Arts and Sciences Department at Metro U set up teaching seminars, but departed from the general theme of clarifying objectives and focussed on an issue of mutual concern -- teaching critical thinking skills. This thematic approach was most successful and demonstrated the flexibility of the seminars as a means of addressing particular concerns within specific academic departments.

Developing Teaching Seminars at Other Universities

The beauty of the seminar model rests with the ease with which it can be adapted by any university as a means of faculty development. The seminars are not only an effective method for making long-term improvements in the quality of teaching among faculty, but are also cost effective. Another benefit of the seminars is that they help break down real and perceived barriers between regular and community faculty by creating an environment of egalitarianism. And, on a university-wide level, the seminars open up a dialogue about the craft of teaching--a dialogue that reduces the isolation so prevalent in the teaching profession.

On an individual faculty level, the seminars not only increase self confidence in teaching, but also assist faculty in the development of improved tools for teaching. At the end of each six-month seminar, a participating faculty member has developed

1. A revised syllabus
2. A separate list of specific course objectives stated in terms of what students will know and be able to do at the end of a given course.
3. At least one revised written assignment or essay exam.
4. A resource pool of colleagues that can be called on for continuing consultation and advice.

Based on the success of the past three years, the teaching seminars are now a regular part of the faculty development program at Metropolitan State University.

There would seem to be few problems in adopting the teaching seminars at other colleges and universities. Of course, the success of any seminar depends on the interest level and commitment of the participants. Good group leadership is also critical.

In closing, it is appropriate to offer a few considerations that contributed to the success of the seminars at Metro U.

1. Initial meeting to clarify seminar goals and format - The introduction of the seminars to faculty through an introductory meeting or workshop is most important. The meeting spells out expectations and general assumptions, and gives faculty an opportunity to ask questions and raise concerns. Such a meeting entails no obligations and faculty can quickly decide whether or not they want to become involved in a six-month seminar.

2. Voluntary faculty participation - One reason for the success of the seminars at Metro was their initial presentation to the faculty as a voluntary project. An effort was also made to portray the seminars as a special opportunity for a limited number of participants.

3. Faculty initiated, with administration recognition - It is best if impetus for the seminars comes from interested faculty. At the same time it is important that the administration recognize faculty participation. At Metro since half the participants were community faculty (not on regular contract), participants were paid $100.00 each for their involvement. Permanent faculty were not paid, but were encouraged to include their participation in their annual professional development plans, filed with the Dean of Curriculum and Academic Vice President.

4. Interdisciplinary mix essential - Not only does a mix of disciplines avoid intra-disciplinary debates on theory, it also adds to the richness of learning new teaching methods from faculty in very different disciplines.

5. Good facilitation very important - The success of the seminars rises or falls with the role of the facilitator. Once faculty begin to open up, discussion tends to wander. A good facilitator will firmly keep the group to its agenda, encourage reticent members, and gently "sit on" overly verbal members.

6. Structured agenda and specific monthly assignments - Through these first seminars a number of assignments were developed that helped the group focus on its task of clarifying objectives and sharing teaching methodologies. Adherence to an agenda and completion of assignments helped avoid a "bull session" atmosphere, and once the initial tone was set that the seminars are places to work on teaching concerns, there was usually little difficulty.

TEACHING SEMINAR

Participants

Bev Ferguson - communications
Dick Niemiec - management
Vicki Rupp - psychology
Chet Meyers - religion
Priscilla Schneider - speech
Mel Henderson - counseling
Fancher Wolfe - marketing
Peter Shea - philosophy

Assumptions One of the underlying assumptions of the teaching seminars is that there is a difference between teaching and professing. Teachers do more than communicate information; they serve as coaches in helping students develop their thinking abilities.

Goals

(a) To help each of us become more intentional about our teaching. What exactly do we want students to know and to be able to do by the time they complete our courses?

(b) To expand our repertoire of teaching skills by observing how others teach and by critiquing our own teaching style and methods.

(c) To analyze present methods of testing and evaluating student progress. Are we actually measuring what we say we are teaching? What are the pros and cons of major research papers? Are there alternatives?

Format

The seminars will meet from 4:00 to 6:30 p.m. the first Tuesday of each month from November through April. Meetings will be held in faculty homes, and, if that is not possible, at our main university offices in downtown Minneapolis.

Monthly Agenda

November- Clarifying Objectives Each participant will choose one course he/she would like to work on for the next six months, and complete all assignments in light of that course. Discuss with the group one particular problem you have had teaching this course to students in the past.

December- Teaching Mini-Lessons Each faculty will present to the group a ten minute mini-lesson, introducing this course as you might to students at the first class meeting. Include in your discussion a syllabus and a separate page list two or three of the most important course objectives. Group will critique presentations.

January- Teaching Mini-lessons (continued) It takes at least two sessions to work through eight mini-lessons.

February- Presenting Written Assignments Each faculty member will present to the group a written assignment

(essay exam, student project, etc.) which forces students to use analytical skills. Group will critique clarity of assignment, possible misinterpretations, and ask what the assignment actually measures.

March- April — Presenting Written Assignments (continued)

Pros and Cons of Major Papers Sharing mutual agony and ecstasy of research papers. Looking at short analytical models and problem-solving exercises as alternatives.

NOTES AND REFERENCES

1 Mauksch, Hans. "Social Change and Learning Outcomes: A Planned Approach," New Directions for Experiential Learning, Number 12. San Francisco: Jossey-Bass, 1981.

Loacker, Georgine. "Revitalizing the Academic Disciplines by Clarifying Outcomes," New Direction For Experiential Learning, Number 12. San Francisco: Jossey-Bass, 1981.

2 There is an intentional shift at this point from "adjunct" faculty to "community" faculty. Webster defines adjunct as "something joined or added to another thing, but not essentially a part of it."

I would suggest the elimination of "adjunct" as a term of reference to any faculty, for, intended or not, it communicates a sense of nonessentiality.

3 A detailed report on the third year of teaching seminars at Metro U, entitled "Teaching Critical Thinking in the Humanities," is available by writing to:

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QUALITY CONTROL IN THE NON-TRADITIONAL CLASSROOM: ADJUNCT FACULTY IN NON-TRADITIONAL PROGRAMS

Bonnie F. Shaw

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The very nature of non-traditional education places the teacher in a role of extreme importance. Many non-traditional programs are offered during evening hours, often at locations far from the campus administering those programs. Like it or not, faculty members can discover that they are perceived by their students as the college or university offering the program, not just as the teacher of a particular curriculum. In turn, the college or university needs both to insure and to trust that its adjunct faculty maintain the integrity of the curriculum, represent the administration accurately and fairly, and relate to the students, usually adults, in a manner that is educatively productive.

In 1855, the Jesuit fathers established the first university in what was then the gold rush town of San Francisco. Today, 128 years later, the University of San Francisco (USF), still a Jesuit institution, is comprised of six schools and colleges:

School of Law
College of Liberal Arts & Sciences
McLaren College of Business
School of Education

School of Nursing
College of Professional Studies

The College of Professional Studies (CPS) has been offering accredited external degree programs, designed for working adults, throughout the State of California since 1976. At present, CPS offers four undergraduate and three graduate degree programs:

Degree	Major
B.S.	Human Relations & Organizational Behavior (HROB)
B.A.	Applied Economics
Bachelor's	Public Administration
B.S.	Information Systems Management
M.A.	Public Administration/Health Services Administration
M.S.	Environmental Management
M.A.	Human Resources & Organizational Development

All CPS students earn their degrees from USF, so they must fulfill the University's degree requirements. In turn, while CPS is responsible for establishing its criteria for faculty, then recruiting, screening applicants, and ultimately orienting, evaluating, reappointing or dismissing its teachers, the actual appointment of faculty is made by the University. In all aspects, while CPS offers a non-traditional approach to education, the curriculum and administration of the degree programs are set within a very traditional, established framework and system.

The CPS degree programs are offered in a sequential, modular form of study, so a group of students are recruited, then stay together as a group as they progress through the various courses of their particular major. Basically, there are only two differences between the undergraduate and graduate degree programs: one, the University's degree requirements; and two, the fact that undergraduates have one major

instructor for their program, whereas modules within the graduate programs are taught by different teachers.

The curriculum for all degree programs is prepared as insurance that students throughout the state are earning the same basic degree. Instructors use the curriculum as a guide, but are responsible for the learning outcome, the behavioral objectives of each class session. The students must buy the textbooks and complete all assignments. Any academic freedom accorded to CPS faculty, therefore, lies in how each teacher establishes grading criteria and uses the curriculum. How the faculty member interprets, presents, embellishes, and communicates the curriculum is of crucial importance.

Basically, CPS faculty are required to have an advanced degree, practical work experience in the subject area they will be teaching (e.g., HROB faculty must have management experience), and experience teaching adults. People apply for adjunct faculty appointment by initially submitting written resumes, which are screened by the Associate Directors. The Associate Directors are based in San Francisco, and are responsible for administering specific degree programs.

From the initial point of resume screening, all the way through appointment, assignment to a class, and evaluation of performance, a combination of seven evaluation criteria are utilized for assessment of teachers at various stages:

General Intellectual Competence
Academic Discipline Competence
Practitioner Competence
Teaching Competence
Classroom Management Competence
Research Advising Competence
Educational-Administrative Competence[1]

The teaching faculty prepare self-evaluations and are evaluated by their students; a site visit to the classroom is made by an Associate Director.

The role of the Associate Directors is crucial in maintaining quality control, since they have the closest working relationship with the faculty. The Associate Directors screen, interview, request appointment to the adjunct faulty of prospective instructors, then orient, assign, and evaluate the teachers. The role of the Associate Directors with the teaching faculty must be supportive to establish positive interpersonal communication, which can, in turn, lessen the psychological distance students feel from the campus. It is not uncommon for CPS administrators to hear complaints from students that they feel cut off from the USF campus, whether their class is 15 or 400 miles away. Over the past few years, many administrative procedures have been enacted in an effort to ease the alienation external degree students can feel, and to lessen the administrative burden faculty can feel.

A frequent evaluative comment from CPS faculty is an expression of how much they enjoy working with adult learners. Given present demographics and economic strictures, many universities, for basic survival, do have to design and market classes and programs for adult students. Yet, there have been other recent developments that have also contributed to more adults seeking more education. There are the phenomena of reentry women, of retirees returning to school, and of mid-life career changes (not to mention crises), plus the recognition of adulthood as a psychological stage of human development. As Lillian Rubin states in Intimate Strangers, "Personal change, growth,

development, identity formation -- these tasks that once were thought to belong to childhood and adolescence alone now are recognized as part of adult life as well."

In the College of Professional Studies at the University of San Francisco, we are aware of the special educative needs of adults, and challenge ourselves -- including our faculty -- to deliver the highest quality in our external degree programs.

REFERENCE

1 LeLieuvre, Robert B., et al. "Faculty Evaluation in an Adult External Degree Program." College of Professional Studies, University of San Francisco.

"PRACADEMICS"
THE ROLE OF THE ADJUNCT FACULTY IN WEEKEND EXECUTIVE PROGRAMS

Peter J. Nowak

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Introduction

Executive education programs are designed to meet the needs of midcareer middle and upper managers. They vary from two week non-credit programs to entire two year MBA degree programs. The emphasis is on practical application of current management theory and techniques. Faculty for these programs include both full-time academics and part-time practitioners. The part-time adjunct faculty perform an important role in these programs because of their pragmatic approach. The student participants in Executive programs require knowledge that is useful to them in their positions as managers. Any attempt to teach them as you would traditional college age students would be a mistake. The adjuncts' roles are important because they are not bound by traditional teaching methods. In many cases they are contempories of the participants they are teaching.

This paper will deal with the unique role of the practitioner/academic in a non-traditional program; specifically, a Saturday-only Executive MBA Program where the relationship between participants and adjunct faculty is very important to the success of the program.

Suffolk University's Executive MBA Program

The Executive MBA Program offers an intensive and challenging course of study for middle and upper-middle managers. Program participants continue to hold responsible positions while pursuing a rigorous 15 to 28 month program of advanced management education leading to the Master of Business Administration degree. Classes are held all day Saturday to accommodate the schedules of working professionals.

Started in 1975, the Executive MBA Program at Suffolk University is the oldest in New England. It continues to strive for excellence in a pragmatic and professional way. The diversity and high caliber of the student body continues to be the trademark of Suffolk's Executive MBA.

Participants represent a large number of industries and organizations and come from a wide variety of undergraduate institutions (See Appendix I). Almost 30% of the Executive MBA participants have other graduate degrees. Participants attend four eleven week terms per year and can be admitted in October, January, April, and July. Those participants with undergraduate degrees in business who fulfill all the prerequisites can complete the program in five terms. Participants with no course work in business finish after ten terms or 28 months.

Classes meet only on Saturdays. Ten sections are offered each term; five morning sections and five afternoon sections. The ratio of fulltime faculty to adjunct faculty varies. Most terms have 50% or more adjunct faculty members teaching. Variance is due to full-time faculty schedules and availability of adjuncts.

Participants' View of Adjuncts' Role

Students currently enrolled in the program were surveyed for their views of the role of adjunct faculty in the Executive MBA Program. When asked how important adjunct faculty were to the Executive MBA Program, an overwhelming number (88%) responded "very important." This degree of importance was based on the constant exposure of adjuncts to the business world. They were cited as providing leadership role models. Also relating "real world" experience to text materials was important to participants. For the most part, adjunct faculty provide a broader perspective on the text material to the students that do pure academics without actual business experience. Participants commented that the adjunct faculty had a better "feel" for their needs as professionals.

When participants were asked to compare an adjunct's academic credentials with his/her work experience, only 17% said academic credentials were important, while 64% said that work experience was "very important." The adjuncts' ability to share experiences with Executive MBA participants was seen as very important. Participants appreciated adjunct faculty who could take a theory and explain its application to their organizations.

The positions adjunct faculty members held in their particular organizations was seen as somewhat important but not extremely so. Those participants surveyed thought that the number of years experience in the area they were teaching was more important than the title or rank adjuncts held.

Almost 30% of current Executive MBA students said they had had professional contact with adjunct faculty outside their classroom

experience. Seventy-seven percent of current students said they would use adjunct faculty as professional resources if needed. They said that they had used adjunct faculty members as resources both for other academic work and for professional needs.

Career advising and networking were two examples of how adjunct faculty were used as resources. This further usefulness adds to the success of the program and the favorable feeling participants and alumni have for it. Participants tend to see adjunct faculty as more than just instructors. This is important because in some cases these people may be the only contact participants have with the university.

Seventy-five percent of those surveyed agreed that the teaching methods used by adjunct faculty better met their needs than methods used by full-time faculty. Emphasis on class participation was given as an example. Moreover, projects which were applicable to their jobs were favored by Executive MBA students. Greater use of the case study method by adjunct faculty was seen as a better way to learn new management techniques. This pragmatic approach is extremely important to participants in the program who come from government, non-profit organizations, human services, and other non-business areas. These persons are often attempting to change careers to the private sector and see the methods these "real world" practitioners employ in their instruction as vital to that transition and re-education.

Alumni View of Adjuncts' Role

Alumni who responded to the survey echoed the view of current participants. They saw the role of adjunct faculty from business and industry as "very important" to the success of the program. They gave the same reasons: "real world" experience, relating theory to practice, giving practical applications, providing depth to text and cases, and providing a meaningful learning experience. Alumni also said that they saw adjunct faculty as important resources for both academic and professional development. Many mentioned that they had made lasting professional relationships with adjunct faculty whom they had learned from during the Executive MBA Program. In some cases adjunct faculty assumed the role of mentor even though many of the participants were well established in their careers and their organizations. Looking back on the Executive MBA Program, alumni saw adjunct faculty as having had an important effect on their careers as well as their education.

When both current participants and alumni of the Executive Program were asked to compare adjunct faculty to instructors they had had in either undergraduate or other graduate programs, 23% said that adjuncts were far above average and nother 58% said they were above average. Once again the lack of "real world" experience associated with the full-time "pure" academic was the major reason given.

Relationship With Administration and Full-Time Faculty

The relationship between part-time adjunct faculty and the administration is very good. Not only are adjuncts viewed as good instructors, but they are also seen as a vital link between the School of

Management and the business community. Adjunct faculty members provide an excellent resource as advisors to the administration and to full-time faculty members. They provide feedback on current trends and on the needs of the business community. Adjunct faculty serve a valuable role in providing outreach to colleagues and associates within their organizations. They often help solidify good relationships between the school and corporations, this rapport being important in recruiting new students. Full-time faculty find adjuncts to be good resources for consulting work and research projects.

Criticism

Adjunct faculty members are not above criticism. Some participants and alumni commented that some adjuncts were very successful professionally but were not good teachers. A market manager with twenty years of business experience may not be a good marketing instructor. Those surveyed acknowledged that some adjunct faculty were a "fountain of knowledge" but were unable to communicate that knowledge effectively. Others had problems with the student/faculty relationship. Being a contemporary of your students in some cases can make teaching Executive MBA's difficult. The various levels and backgrounds of Executive participants are other obstacles faced by adjuncts. You have to be an experienced and perceptive instructor in order to realize and meet the expectations and needs of those from various levels and backgrounds. The teaching methods used by some adjunct faculty were also found to be weak at times. At times instructors of adults tend to be too lecture-oriented, probably because most are chosen for their knowledge of subject

matter without regard to their communicative ability. Another weakness mentioned was that adjunct faculty were sometimes too understanding of the Executive students' work/study load and became too lenient. Others found adjunct faculty relying too much on student participation. Another weakness was the difficulty adjunct faculty had in maintaining continuity. Moreover,current participants criticized adjunct faculty for not always being available when needed. Since most adjuncts are busy executives themselves, it is not always possible to depend on their availability during the work week. Their busy schedules also caused problems with regard to their lack of preparation for class on Saturday.

When selecting adjunct faculty for weekend programs it is important to orient them to the time committment of teaching. Candidates should be carefully screened to make sure that they are aware of the responsibility they have and the commitment they must make. They should also be judged on their ability to interact with participants and on their communication skills. Placing adjunct faculty in the proper subject area is important (See Appendix II). Many times good adjunct faculty have not done well because they have been put into teaching situations which did not match their abilities. In a majority of cases adjunct faculty are very good, but are unable to cope with negative situations. When this occurs, participants are very aware and very critical, and the administration needs to be responsive. Poor performance by adjunct faculty cannot be disregarded. Since they are part-time instructors, adjustments can be made quickly.

Summary

Part-time adjunct faculty play a vital role in the success of a nontraditional program such as a Saturday-only Executive MBA Program. The participants in this type of program almost dictate the use of the adjunct instructor. Although full-time faculty can be successful in the Executive MBA Program, participants and alumni overwhelmingly prefer practitioners from business and industry. The maturity and experience of participants coupled with the intensity of the program schedule make adjunct faculty more successful than full-time faculty. The "pure" academic is unfamiliar with the demands and challenges of Executive MBA participants. Participants look for the pragmatic approach to instruction and appreciate the "real world" experience adjunct faculty bring to the classroom. If full-time faculty are used, they should be senior faculty members who have had a number of years of teaching experience as well as business experience. Ideally, a good mix of this type of full-time teacher with part-time adjuncts makes an excellent faculty. These "Pracademics" make the Executive MBA Program the success it is.

APPENDIX I

EXECUTIVE MBA PROGRAM

Student Profile 1981-82

	1981-82	1980-81
Number of Applicants:	198	196
Number Enrolled:	88	83
Male:	60	61
Female:	28	22
Average Age:	32.6	33.6
Average Years Work Experience:	9.2	9.6
Average GMAT Score:	505	507
Average Undergraduate GPA	3.1	3.1
Percent of Tuition Support:		
1- 25%	3	3
26- 50%	4	10
50- 75%	11	7
75-100%	43	45
No Support	20	16

Undergraduate Colleges:

Assumption College
Baldwin-Wallace College
Bentley College
Boston College (6)
Boston State (2)
Brandeis University
Bridgewater State
Clarkson College
College of Worcester
Framingham State
Fairleigh Dickinson University
Georgia Tech
Hobart College
Lesley College
Massachusetts College of Pharmacy (2)
Merrimack College
Middlebury College
Nasson College
Newton College of the Sacred Heart
Northeastern University (11)
North Texas State
Ohio State
Penn State
Salem State
Simmons College
Smith College (2)
Southeastern Mass. University (3)
St. Michael's College (2)
St. Joseph Seminary
Suffolk University
SUNY-Buffalo
Syracuse University
University of Bridgeport
University of Colorado
University of Connecticut
University of Dayton
University of Massachusetts (5)
University of Michigan
University of New Mexico
University of Puerto Rico
University of Tampa
Worcester Polytechnic Institute
Xavier University

Graduate Schools/Degrees

Boston College	M.Ed., M.A.
Boston University	M.F.A., L.L.B., M.S.M.E., J.D.
Emerson College	M.A.
Harvard University	C.A.S.
Mass. College of Pharmacy	M.S.
Northeastern University	Ed.D., M.Ed.
Rensselaer Polytechnic Institute	M.S.
Rutgers University	M.L.S.
Suffolk University	M.Ed., M.A.
University of Bridgeport	M.A.
University of Connecticut	M.A., M.S.
University of Hawaii	M.L.S.
University of Michigan	M.S.
University of Notre Dame	Ph.D.
Weston College	Th.M.

Note: Appendix II (list of approximately 70 job titles and associated organizations) and Appendix III (list of 13 adjunct faculty and their teaching specializations) are available, by request, from the Editor.

FULL-TIME FACULTY ON TERM CONTRACTS IN CONTINUING HIGHER EDUCATION

Robert L. David

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Introduction

The trends in accreditation for continuing education programs, the demand for more graduate courses for part-time students, the swelling of criticism from outside continuing education, and the absorption of successful programs by day divisions appear to be the issues in continuing education in the 1980's. While the demand for quality programs in continuing education will force some divisions of continuing education to close, it will only make others with good academic track records that much more attractive. It is reasonable to assume that, as the general public becomes better educated, there will be increased pressure to provide graduate courses for part-time students, since the need for academic credentials does not appear to be waning. Until divisions of continuing education have adjusted to this new form of graduate continuing education, they may experience a temporary monetary loss because some programs may not pass academic scrutiny. But in the long run both the schools and students will profit from these expected changes. Continuing education has always faced the problem of the institutional demands for profit-making while academically cast in the

image of the parent institution. In other words, divisions of continuing education are required to do what most traditional schools have not succeeded in doing; that is, to be financially solvent.

However, the demands on the divisions of continuing education for more academically sound programs similar to those in the day divisions necessitate a full-time and more stable faculty. Unlike the traditional schools, the trend in the divisions of continuing education does not appear to be toward tenured faculty but toward full-time faculty on term contracts. This trend is precisely the issue that must be addressed. Is it financially, sociologically, and organizationally possible to accommodate a full-time faculty in an institutionally constrained, non-endowed, pay-as-you-go educational division? A few divisions of continuing education have begun to experiment with these new forms of faculty appointments. The data on enrollment and full-time faculty presented in this study pertain to a division of continuing education of a large university in the northeast in the 1970's. These data reflect some of the social and organizational problems experienced when divisions of continuing education hired full-time faculty on term contracts. It should be understood that there are many factors to be considered when implementing a personnel policy as complex as this, not the least of which are the unique organizational and idiosyncratic characteristics of the institution under study. These institutional peculiarities will not be examined in this study; rather the general problems of full-time term contract faculty appointments as they may apply to other educational institutions will be explored.

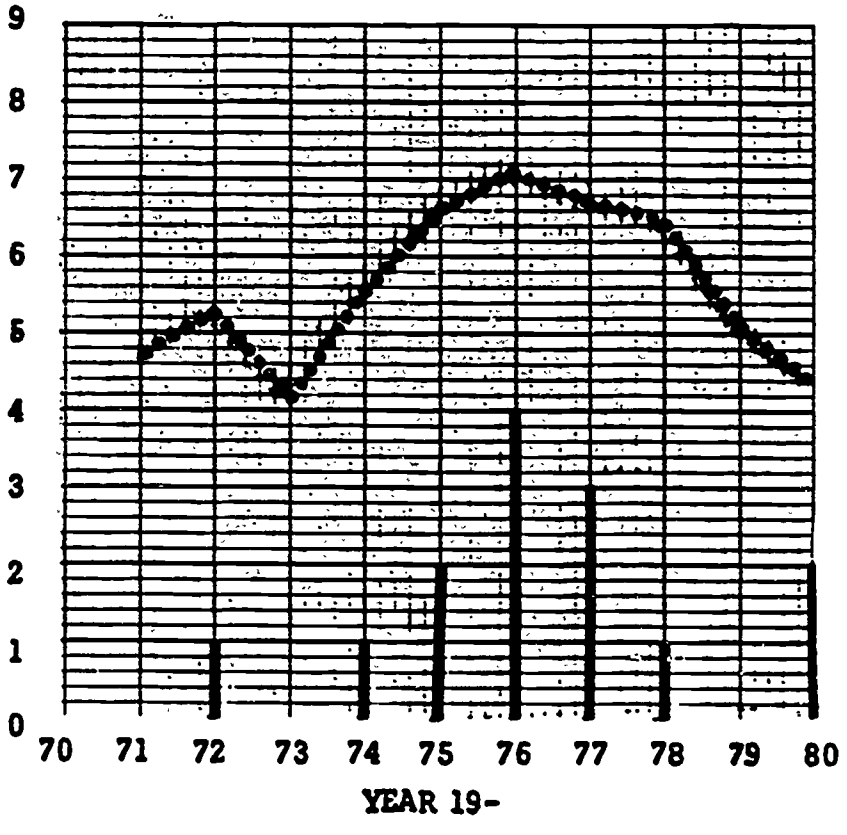
Fads and Dilemmas

The popularity of educational disciplines appears to go in cycles of about ten years. Thus we can speak of educational fads. A boom-and-bust cycle during the 1970's in a highly specialized academic field is reflected in the enrollment of the division of continuing education that was studied (Table 1). The issuance of term contracts for full-time faculty attempts to palliate the boom-and-bust of the educational fad. Ideally, it provides the luxury of having faculty who are contractually committed to an intellectual program when the discipline is popular, while allowing the administration the flexibility of terminating the contracts when the fad wanes and the faculty become a financial liability. Issuing faculty term contracts for periods of one to five years appears to be a reasonable attempt to cope with this problem. The trouble with fads, however, is that they are difficult to foresee, because the knowledge of where a discipline stands at any given time in a ten-year period is always subject to a post hoc analysis. Decisions on commitments such as term contracts for faculty are crucial since they represent contractual expenditures of capital prior to actually having it in the bank. In this sense, a term contract is almost always a gamble, especially in the case of a division of continuing education which can only survive on an enrollment economy. If the enrollment income is not sufficient to cover the faculty contracts, other sources must be found to cover the contractual commitment.

The ideal situation would be freedom to hire faculty when a discipline is expanding and to release them when it is declining. In this study, faculty were hired over the entire period of both the boom

TABLE NO. 1, Enrollment and Faculty Term Contracts

(Enrollment in thousands. Term contracts issued singly by year.)



and bust (Table 1). This table shows that one faculty member was hired in 1972, one in 1974, two in 1975, four in 1976, three in 1977, one in 1978, and two in 1980. The cumulative effect of these term contracts was that only half of the faculty had been hired when the enrollment peaked in 1976. The administration's decision to continue to hire faculty in the face of declining enrollment was not so much the result of poor administration or planning but of the dynamics of organizational and social behavior within the constraints imposed on the division of continuing education.

The growth of an organization occurs in five distinct stages. The formation stage is the beginning of the organization through an initial commitment and hiring of administrators whose function it is to plan a program and solicit funds for its implementation. Implementation is the second stage at which full-time faculty are hired to design and teach the courses, provide continuity for the program, and professionally legitimate it. Their professional interests are programmatic rather than practical, as opposed to those of the administrators in the first stage. In the third stage of expansion and sustention the administrators, faculty, and support services of the program attempt to expand or sustain its size. Generally this occurs at a time of maximum enrollment or access to outside funding. Retrenchment is the fourth stage and a period of market saturation, emphasis on new skills, etc. This stage is usually related to a decline in enrollment, which results in the necessity of staff reduction. The last and fifth stage is the dissolution of the program due to a fall in enrollment or outside funding to such a level that the program can no longer be financially carried by

the surplus from other continuing education programs. In this case, the program is usually dropped, and the staff released or reassigned. But within no more than ten years the need for a similar program might emerge, setting in motion the whole process again.

The five stages of organizational growth are reflected in the enrollment and faculty appointments of Table 1. They occurred as follows: Stage 1, formation, from 1972 to 1974; stage 2, implementation, from 1974 to 1977; stage 3, expansion and sustention, from 1977 to 1980. Note that stages 4 and 5, retrenchment and dissolution, occurred well after the last faculty member was hired and the enrollment had fallen to its 1972 level. If we compare the stages of expansion and sustention with enrollment, it is apparent that organizational expansion coincided with the decline in enrollment. It can be argued that the social psychological conditions that cause expansion in the face of declining enrollment can be traced to intellectual commitments to success, resulting in what is commonly referred to as cognitive dissonance (the rejection of contradictory information and the treatment of such information in a positive rather then negative manner). Also, there is usually a strong institutional tendency to see organizational occurrences as positive events. For example, the decline in enrollment can be attributed to higher admission standards, better but fewer students, or just simply to excuses like "enrollment is down, but we are still in good shape." These misplaced self-perceptions have their origin in the very nature of the identities and relationships in the early stages of the formation of the organization and are not confined to isolated experiences or situations. One example is the misperception of

the social roles of administrator and faculty, when both identities of faculty and administrator are combined into one position.

Faculty/Administrator Designations

The role separation between administrator and faculty is not always clear, especially when faculty on term contracts are given administrative responsibilities. In fact, the first appointment is almost always that of a faculty member/administrator. The initial two appointments in this study were faculty who first taught in the program and only later were given administrative duties exclusively. It appears that faculty members are made administrators exclusively after additional teaching faculty have been hired. While administrators are also on term contracts and have faculty status, unlike the teaching faculty, they are generally not subject to the rigors of academic performance at the time of contract renewal. This blurred definition of who is faculty and/or administrator potentially raises some serious questions.[1,2] Under these circumstances, it would be difficult to justify the termination of a full-time teaching faculty member because of low enrollment. Just on a cursory view, if we argue that the minimal conditions a faculty member must meet are adequate course enrollment and publishing, then what are the minimal conditions for a faculty/administrator? The academic mind is curiously rational and contradictory on the issue of equality of employees. In a situation where tenure does not mitigate the issue of equality, it can be assured that the faculty member with administrative responsibility, thus with both power and privilege, will be strongly resented by full-time teaching faculty. The difference between faculty

and administrators was singularly illustrated in one of my observations of their offices. The appearance of the unpacked and settled offices of the administrators contrasted sharply with some faculty offices that were still in the unpacking stage (pictures not hung, etc.), although these faculty members had been employed for some years. In conversations with administrators, they referred to themselves as faculty rather than administrators, for they also had faculty appointments. The potential problem of administrators not knowing which side to represent politically could become serious in a sensitive issue such as faculty academic rights versus administrators' rights to govern. Perhaps the most serious problem lies in the fact that as faculty/administrators they had a double vote on issues that came before the central administration. It should be kept in mind that these faculty/administrators were not tenured faculty members with job security, but employees under potential and constant threat of termination. This treat will be of even greater concern to faculty and administrators on term contracts, as the need for performance evaluations increases and administrative control procedures are employed in a time of retrenchment.[3,4,5]

Cosmopolitans and Locals

In the sociological literature, cosmopolitans are professional persons whose identity and self-definition are drawn from a professional affiliation. Their allegiance is to a profession. While it may be professionally important to them where they are employed, their real interests lie in the development of their disciplines rather than in the achievement of the goals of the institution that employs them. Locals,

on the other hand, are professional persons whose stature and interests are principally centered around the goals of the institution. According to the literature, an institution must employ both types of professionals to achieve its organizational goals.[6] It could be argued that the untenured state of term contracts predisposes faculty to be cosmopolitans, therefore aloof from the local organizational goals or, in other words, always to have their bags packed and ready to move at a moment's notice. The pressure of being professionally active also potentially creates a foundation of solidarity among the faculty to act in unison and as a cabal. It can be argued that the intense political atmosphere among faculty on term contracts is the result of organizational expansion that occurs too quickly and leaves centers of undefined or uncertain social power. These centers of power can become a source of unnecessary local political activity. The focus of faculty leadership undoubtedly comes from the cosmopolitans who are perceived and perceive themselves as prima donnas, if only among their local peers.

Contracts, Contract Renewals, and Evaluations

It should not be assumed that term contracts automatically terminate an employee relationship with the university upon expiration. The current era of minority quotas, federal regulations, civil rights, etc., presents educational institutions with some tricky problems concerning term contracts. Some court actions have shown that the multiple-year teaching contract, like its counterpart, the untenured contract, is no longer sufficient to terminate an employee in today's litigious society. Lack of contract renewal does not automatically cancel possible

claims of the faculty member. The university must show just cause for the termination of a contract and build a case against the faculty member. The faculty member must first be warned and given time to improve or have some prior knowledge at least that such action is being considered. If these conditions are not met, the faculty member can bring a suit against the university with the argument that the university acted arbitrarily.[7,8] To safeguard against litigation a precise step-by-step administrative procedure for faculty contracts is needed. Since term contracts are not equivalent to tenure, a system of reporting and evaluation is necessary each year, and annual reports are recommended to create a history of performance. Committees of peers and colleagues should be established to judge each faculty member's performance, and when it is determined that the criteria for superior teaching, publishing, service to the university and community, and the profession are not met, the faculty member must be warned annually prior to the termination of the contract. This practice would give the university every justifiable reason to fire an employee. The practice of allowing the faculty member to state his or her case and justify how the conditions were met for contract renewal literally forces the university to accept each faculty member's definition of the parameters of superior job performance.

Retrenchment

Earlier I indicated the two obvious problems of staffing a new program beginning with such liabilities as (1) appointments of faculty/administrators who later did not teach and (2) hiring of

cosmopolitan faculty. In this study, faculty appointments occurred in clusters and in short intervals. Two groups of faculty were formed that began rotation for contract renewal. The first group consisted of faculty hired during the years 1972-1976 and the second group during the years 1977-1980. The first group was hired during the enrollment expansion and the second group during the enrollment decline. Most probably, the faculty hired during the enrollment expansion of 1972-1976 had their contracts renewed for another five years, whereas those hired during 1977-1980 are at the end of their first five-year contracts. It is reasonable to assume that the first group was not affected by retrenchment because their contract renewals fell into the expansion period. Presumably the second group would have been most affected; last hired, first fired. However, an examination of the particular characteristics of enrollment shows that the subject fields of those faculty in the first group experienced a decline in enrollment while the faculty in the second group had an increase in enrollment in their classes. The administration then was presented with the dilemma of having to reduce the faculty whose course enrollments were increasing. This situation was simply due to the fact that the faculty members appointed last were those whose specialties were in greater demand. It is interesting to note here that these same situations occur in day school departments where the faculty have tenure, with the exception that these departments have a financial and programmatic commitment from the university regardless of whether or not the income of their enrollments guarantees solvency.

Summary

The question under study is whether or not it is feasible for a division of continuing education to hire full-time faculty on term contracts for its academic programs. This question is built on the assumption that a division of continuing education is capable of solving similar problems to those of a traditional school. A few of these problems such as fads, popularity of courses of study, professional orientation of personnel, and financial constraints, have been discussed in this study.

For a traditional school the effects of educational fads are not as noticeable because it draws its students from a national population. These same fads, however, have a great impact on a division of continuing education because students are drawn from a local and finite population. The boom-and-bust cycle is probably shorter in continuing education because it can exhaust its student population quicker. Appointments such as faculty/administrator already pose personnel problems of no small magnitude to traditional schools. For a division of continuing education to combine a myriad of personnel problems into a single job description appears to benefit neither the individual nor the educational institution. The very nature of term contracts creates a self-selective faculty of cosmopolitans whose professional interests are placed above those of the educational institution. In this instance, term contracts may cause cosmopolitan faculty to be in direct conflict with the goals of the institution. The effect of tenure, in the traditional school, forces cosmopolitan faculty to participate as locals in the governance and administration of the university, thereby

maintaining employee allegiance. The rationale for hiring full-time faculty on term contracts is that they can be let go when enrollment falls and their contracts expire. But the hiring of faculty within the growth period in this study revealed an imbalanced rotation between those faculty who had low enrollments and those whose courses were in greatest demand. The division of continuing education was left with the problem of not renewing the contracts of those faculty with specialties that were in greatest demand and losing students or of renewing the contracts for another five years and finding the money for contracted salaries elsewhere.

These organizational limitations reveal the real problem of continuing education, which is its educational success. It is a fact that continuing education has survived just about every threat made to educational institutions, but it has yet the arduous task of surviving success. Unfortunately, the more successful continuing education becomes, the more it attempts to imitate the parent institution and the more uneconomical and inflexible it becomes. Continuing education need not be a factory second in the business of education. The separation that exists between divisions of continuing education and their parent institutions appears to be an impractical approach to solve the problems of the next ten to twenty years. A more rational direction, albeit not in the vested interests of elite day faculty and continuing education administrators, would be the expansion of day credit programs to include part-time students and the creation of more trendy and innovative educational credit programs with greater flexibility in continuing education. In this manner, continuing education could do what it does

best; that is, to meet the immediate needs of another student population by offering longer or shorter, maxi or mini, topical, etc., courses. But this would require that continuing education's role in higher education be that of an important integral aspect of the educational institution and that its function, organization, and prestige not be measured by the narrow definition of traditional education.

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PART-TIME FACULTY AND COLLECTIVE BARGAINING

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The issue of part-time faculty in higher education is one that has been given considerable attention in recent years. Along with a concern about the status of part-timers in general -- their role, their rights -- has come an interest in their participation in the collective bargaining process. This paper will consider some questions that have arisen in relation to this issue: Should part-time faculty be part of a bargaining unit? If so, should they be in a single unit with full-time faculty or in a separate unit? And finally, what do the answers to these questions suggest about the future of part-time faculty in higher education?

A brief look into the history of collective bargaining on college and university campuses provides a framework for a discussion of part-time faculty in collective bargaining. Faculty collective bargaining is a recent phenomenon. In 1965, there were virtually no faculty unions; by 1975, the number had grown to 301. In 1982, a total of 423 bargaining agents were in existence, serving over 700 campuses. Even though the number of collective bargaining units declined slightly in 1982, this decline was offset by the significant gain of 18,000 faculty at California State University who voted to be represented by the CFA, a

coalition of the NEA, AAUP, and California State Education Association. It is worth noting that the majority of unionization is in public institutions, mainly two-year colleges, and is mostly in states with favorable public sector collective bargaining laws.

The growth of faculty unionization is viewed as a response to several conditions. One important cause is organizational change. The growth in size of public institutions has resulted in a more complex and bureaucratic governing structure, where administrators have become more like management and the faculty more like workers. The failure of traditional mechanisms to cope with the changes has caused many faculty to turn to the method traditionally used in this country to improve employee-employer relations -- collective bargaining. The drive to form unions is a protective reaction against external concerns about wages, benefits, and job security and internal issues of governance, tenure, and grievance procedures. Declining enrollment, decreasing state aid, and inflation have made these issues more compelling, and many faculty members consider their institutional governance units too weak to offer effective protection. Clearly, those faculty members who have the most interest in the equality and job security that unionization affords will be those whose voices are the weakest and for whom the meritocracy system works least effectively -- the non-tenured and the newly tenured. And those institutions most anxious to unionize will be those who have the least internal security and are most subject to the pressures of outside authority, that is, two and four-year public institutions. Part-time faculty members fit well into this pattern. Almost none will be tenured and most will teach at two or four-year public institutions.

Some background on the current status of the part-timer on American

campuses is useful. A recent study by th AAUP published in Academe (Feb.-March 1981) concludes that the last decade has seen a dramatic growth in the use of part-time faculty members in higher education. The percentage of part-time faculty in the academic workforce is listed as 32% overall, with part-timers comprising 51% of the faculty at community colleges, 24% at four-year liberal arts colleges, and 20% at research universities.

The AFT has also recently published a comprehensive article on the subject of part-time faculty, The Statement on Part-Time Faculty (1980). Both the AFT and tho AAUP reports see an urgent need for setting guidelines for the employment of part-time faculty and for educating the community to recognize the plight of what the AFT study calls this "'invisible' exploited group."

The AAUP study spends some time identifying the members of the part-time ranks and breaks the group into four categories:

1. Part-timers who would prefer a full-time position. This group constitutes about thirty percent of the part-time group, is most like full-time faculty in commitment and duties, and is most likely to be exploited. A member of this group is called a "Hopeful Full-Timer."

2. Those who are part-time by choice but have no other employment outside the home. This group consists primarily of women, and their commitment and duties vary from being close to those of the "Hopeful Full-Timer" to being marginal. Many would welcome the opportunity to have a greater share in departmental activities. Most have limited job security, no access to fringe benefits, and compensation far lower than their full-time colleagues.

3. Those employed full-time elsewhere. This group has the least interest in job security, participation in governance, and access to fringe benefits, but would, of course, welcome higher pay.

4. Retirees. This group is quite small at the present.

Clearly, the group that comprises part-time faculty is a varied and fragmented one. This absence of a unified community of interest is a

great obstacle to unionization. Nevertheless, both the AAUP and the AFT make a strong case for improving the lot of part-time faculty. The AAUP puts forth the following policy proposals for part-timers:

1. Access to the tenure system.

2. Security of employment in the following areas: advance rather than last minute appointments; regularization of hiring to conform with that of full-time faculty; a full term's notification of employment termination for those who have worked six terms or more or three consecutive terms; and the protection of due process with access to the regular grievance procedures.

3. Role in academic governance. The AAUP report recommends that part-timers be included in institutional governance as much as possible, particularly in their specific teaching areas. It is interesting to note that the AAUP study does not promote the inclusion of part-timers into the bargaining unit. In the opinion of the AAUP, in a unit composed of full-time and part-time, the part-timers will lose out: "There is a basic problem as to whether a bargaining unit composed primarily of full-time faculty members can fairly represent the part-time faculty if they are included in the bargaining unit" (Flanders, p. 30).

4. Compensation and fringe benefits should be administered equitably. Currently, part-timers are greatly exploited in this area, particularly members of that group who wish to have full-time positions. The result of a prorated pay system, access to fringe benefits, merit pay, and seniority rights will be increased costs, but such a system, the AAUP asserts, must be instituted in order to guard against practices which exploit the part-time faculty, contribute to poor morale, and adversely affect the quality of education. The report concludes: "Ultimately, if part-time faculty can attain a less precarious status, the academic enterprise as a whole should benefit" (Flanders, p. 39).

The AFT report, as mentioned, also deplores the current status of part-timers and sees the situation as a potential threat to the dignity and security of the entire teaching profession. However, the AFT report goes further than the AAUP study in proposing strict limits on the number of part-timers employed. If these limits are achieved, then part-timers will be able to share in a full range of equity in wages, fringe benefits, working conditions, and seniority. The improvement of conditions is, thus, directly related to a reduction in number, while in

the AAUP report, improvement by reduction is only implied.

The AFT report also recommends, unlike the AAUP report, that, higher education bargaining units represent both full and part-time faculty and encourage unionized faculty to press for the organization of part-timers.

Finally, the AFT study touches on an important matter not mentioned in the AAUP report. The fragmented nature of the part-time group and the variety of interests represented make the members difficult to reach and organize. It is an oversimplification to assume that all part-timers will take advantage of the opportunity to organize as an independent unit -- or want to be included in a single bargaining unit -- even though their rewards would increase markedly. A significant portion of the group is marginal, or transient, and has little interest in a full-time commitment. In addition, part-timers' educational backgrounds and skills vary widely; some are minimally prepared while others are as qualified as any full-timer. Also, some may view (with justification) organization as a threat to their jobs.

A summary of the history of legal issues concerning part-timers in collective bargaining provides an additional perspective. Until 1973, the NLRB had ruled for the inclusion of part-timers in a single bargaining unit (C.W. Post Center, 189 NLRB No. 79, 1971, and Brooklyn Center, 189 NLRB No. 80, 1971, among others). The Board based its decisions on part-timers in the industrial sector and did not consider the special features of the academic world. Conflict arose as a result of these differences and the threat that full-time faculty would be overwhelmed by part-time faculty in a single bargaining unit in those institutions with a large number of part-timers. Thus, in 1973, in the

New York University decision (205 NLRB No. 16, 1973), the NLRB reversed itself: "In our judgment, the grouping of the part-time and full-time faculty into a single bargaining structure will impede effective collective bargaining." The Board based its decision on four areas of "substantial" difference: (1) compensation; (2) participation in university governance; (3) eligibility for tenure; (4) working conditions. In summary, sufficient "community of interest" did not exist between the two groups.

Since then, the NLRB has been fairly consistent in its rulings excluding part-timers from a single bargaining unit with full-timers. Where the NLRB has ruled otherwise, the Board found that a difference existed between temporary, hourly paid part-timers and those who worked continuously, were paid on a prorated basis, and shared in fringe benefits and governance. This latter group, according to the decisions, deserved inclusion in the unit on the basis of community of interest. Thus, the NLRB made an important distinction in the ranks of part-time faculty: those who are "temporary" and those who are "regular." The necessary community of interest is provided by continuity of service.

It is important to look at some specifics in regard to part-timers in a single bargaining unit with full-timers to determine whether this is the best route for part-timers to take to enter the collective bargaining process. Data from an unpublished dissertation by D. Jane Ikenberry appeared in an article by David Leslie and Ikenberry, "Collective Bargaining and Part-Time Faculty: Contract Content" (Journal of the College and University Personnel Association, 1979). Ikenberry examined 258 out of 320 contracts that were available through the

Academic Collective Bargaining Information Service (ACBIS) as of June 30, 1977. Of these, thirty-eight percent (ninety-nine) include some part-time faculty and the rest exclude them altogether. Eligibility is based on either level of service, continuity of service, or both. Of these ninety-nine, sixty-seven were in community colleges, seventeen in four-year colleges, and fifteen in research universities. From these ninety-nine contracts, fifty were chosen for study, with the following results. Most provide for prorated compensation, a clear gain, but few include any but minimal seniority protection. Some provide for sick leave and fringe benefits, but few for retirement plans or a specific role in governance. Provisions for due process are minimal, and none provides for access to tenure. Additionally, and importantly, forty-two percent place restrictions on part-time membership based on a minimum work load. This becomes a way for administration to keep part-timers out of the union and thus to keep costs down. Faculty will support these restrictions as a means to keep the number of part-timers in the unit from overwhelming the full-timers.

I examined several contracts that include part-timers in a single bargaining unit at institutions in the Detroit area and found that Leslie and Ikenberry's conclusions are still valid. The contract at Oakland University in Rochester, Michigan, shows how membership restrictions are imposed. The contract defines "regular part-time employment" as six hours or more, and provides for a two year renewable contract. This means an assignment of at least two courses in a term. Inclusion in the unit provides the part-timer with an increase in salary ($1400 minimum per course out of the unit; $1700 minimum per course within the unit) and

an opportunity to buy into health insurance, with the University paying half the cost. There do not appear to be any other benefits. The administration's ability to control the number of part-timers who actually get into the unit by hiring for one course instead of two is seen by the employment figures: approximately thirty part-time faculty members are in the unit, while one hundred are not. According to Eileen Bantel, Executive Secretary of the AAUP at Oakland, attitudes toward part-timers are mixed. Some faculty are sympathetic and want to see all part-timers hired for two courses to allow them to benefit from the contract. But, in general, the faculty sees the contract as providing protection, because now it is more expensive to hire part-timers. They are not, however, too troubled by the way the administration is getting around this, since they view the part-time faculty that is not represented by the contract as a good buffer against lay-offs.

At Schoolcraft Community College in Livonia, Michigan, part-timers are also included in the current contract. Schoolcraft has an agency shop and any individual teaching one or more credit courses per semester is required to join the union. Provision is made for seniority through a point system, and members have access to the grievance procedure. Salaries are set in the contract and provide for increments, but they do not come close to the salaries enjoyed by full-time faculty. In fact, they are extremely low (minimum, $276 per credit hour; maximum, $298) and the only fringe benefit is a one hundred percent tuition grant equivalent to the number of hours taught. Currently, Schoolcraft employs 158 fulltime faculty and 230 part-time. These large numbers of part-timers in the union create problems, according to Del Sypes, president of the

Faculty Forum (an affiliate of NEA). Sypes does not see the contract as beneficial to part-timers since salaries are low and union dues are high. Also, since many grievances originate with part-timers, particularly in the areas of evaluation and seniority, and grievances are very expensive to pursue, the union's costs are higher. And as often as not, the part-time person will disappear sometime during the grievance and the time and money will have been wasted. Sypes agrees that part-timers provide a lay-off pad in case of retrenchment, but asserts that their unrestrained use allows the administration to substitute part-timers for full-time faculty positions.

The contract in effect at Wayne County Community College in Detroit has an unusual background. When the union first organized in 1969, WCCC faculty was all part-time. Shortly before the signing of the contract in 1970, full-time faculty were hired and the contract had to be expanded to include them. Currently, WCCC employs about 200 full-time faculty and between 500 and 600 part-time, but the part-timers receive no substantial benefits from the contract in spite of the way in which the contract evolved. Part-timers are given preferential hiring rights for full-time positions, seniority rights in class selection, and access to the grievance procedure, but that is about all. Salaries are low and the only fringe benefit in evidence is limited tuition reimbursement.

At Henry Ford Community College in Dearborn, Michigan, those teaching the equivalent of a half load (eight hours) are allowed into the bargaining unit. Presently, this group enjoys no different salary schedule from that of those who are not in the unit. They have no job security or fringe benefits but have some sick leave and access to the

grievance procedure. However, out of approximately 670 part-time instructors at Henry Ford, only 10 to 15 are in the unit. They are kept out by the administration (hired for less then eight hours) and by choice. Few want to pay substantial union dues for so little benefit. Several attempts to organize into a separate unit have failed. John McDonald, president of the Henry Ford Community College Federation of Teachers, spoke of the opposition to unionization that exists among those part-timers who are moonlighting (and there are many at Henry Ford) to belonging to a bargaining unit, illustrating the divided interests that typify this group. However, others want to be represented by a separate unit in order to enjoy greater job security and better compensation.

Clearly, in none of the bargaining units examined do part-timers come close to a really improved situation as a result of contract language. Although, theoretically, part-timers should be protected by their union under the requirements of the Duty of Fair Representation imposed upon collective bargaining agents by the NLRB, they are not, according to the evidence presented above. Unless all part-timers are upgraded to fractional time status, the contract becomes a means for full-time faculty to control part-time faculty. Full-time unions continually seek to limit the amount of work that can be assigned, and union negotiators, when the chips are down, will trade off the interests of the part-timer to achieve gains for the full-timer.

Currently, only eleven separate bargaining units for part-time faculty are listed in the April-May 1983 Newsletter published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions (NCSCBHEP), but their numbers have been

growing. Several recent NLRB decisions have supported the formation of separate adjunct units. In 1982, the Community College of Philadelphia, denied the right to form a separate unit in a 1976 decision based on insufficient community of interest, was granted permission. ESL teachers at American University were allowed to form a separate unit as were part-time faculty at San Francisco University. The NLRB decision in the San Francisco case (20, RC 15479, 1982) states that part-time faculty at the University constitute an appropriate bargaining unit since: (1) they are not temporary employees, and (2) they share substantial community of interest.

No doubt other attempts are being made to form separate bargaining units for part-time faculty. The success of these efforts will depend on the ability of the part-timers to pull together and achieve the cohesion necessary to prove regular rather then temporary status and sufficient community of interest. More and more, part-timers will come to recognize that organizing into a separate unit is the best way to achieve equity. Presently, both full-time faculty and administration are denying most part-timers fair compensation, adequate working conditions, and participation in governance, thereby creating a sub-class that could eventually undermine the entire academic community.

All groups, then, must exercise their responsibilities in order for effective change to occur. A good example of meaningful cooperation can be seen at the Community College of Philadelphia where significant numbers of full-time faculty not only joined the part-timers on the picket line during their recent strike, but also agreed to a common expiration date for their separate contracts.

It does seem evident that the ranks of part-time faculty might be thinned if the move toward unionization is successful, and that those who stand to gain are those whose job qualifications and job descriptions are closest to those of full-time faculty. But perhaps this is what has to happen so that part-time faculty, the migrant workers of academe, can achieve a more appropriate status and be granted equality in wages, benefits, and working conditions as bona fide members of collective bargaining units.

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